

GCU End of Course Reflection

Course Assessment Spring 2017

At the end of the semester, faculty choose one course for reflective practice. They evaluate course outcomes and related student learning. They also determine any changes to the course based on assessment data. For Spring 2017, 195 faculty responded to the reflection survey. This report is an executive summary of these results.



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Participants

For the spring semester 2017, the Table 1 shows 195 faculty responders, aligned by school affiliation. Of these, 28.6% were full-time and 71.4% were adjunct or per course faculty. Compared to the overall count of full time (85) and per course faculty (175), the responders represented 88% of full time faculty and 69% of per course faculty.

Table 1. EOC Responders School Affiliation Spring 2017

What is your School Identification?		
Answer Options	Response Percent	Response Count
School of Arts and Sciences	65.6%	128
School of Business and Digital Media	12.8%	25
School of Education	21.5%	42
Don't Know	0.0%	0
answered question		195
skipped question		0

While 28.7% of responders cited that this was the first time teaching the course, the School of Education responders indicated that 42.9% were teaching the course for the first time.

The highest response (29.7%) to this question of experience teaching the course was from responders who had taught the course for more than 6 terms. See Table 2.

End of Course Reflection



The directions to complete the end of course survey are as follows.

Please choose ONE course taught this semester that you will teach again. Answer all questions to the best of your ability. The responses to this survey will be used as evidence of course assessment, and will guide future faculty development. The questions related to Mercy Core Values integration, will be shared with the Mission Unit. Shared data will be aggregate with no individual identifiers.

The survey was open from May 4, 2017 to June 2, 2017.



Table 2. Experience Teaching the Course

How often have you taught this course?		
Answer Options	Response Percent	Response Count
First time teaching this course.	28.7%	56
1 - 3 terms teaching this course.	24.6%	48
4 - 6 terms teaching this course.	16.9%	33
More than 6 terms teaching this course.	29.7%	58
<i>answered question</i>		195
<i>skipped question</i>		0

Course Modality

Undergraduate courses were most frequently chosen for this evaluation, accounting for 76.9% of responses. General Education courses were cited by 24.1% of responders, mostly from the School of Arts and Sciences. Elective courses were chosen by 14.9% of survey responders. See Table 3. Graduate courses used for evaluation lie mainly in the School of Education.

Education had no elective courses for either graduate or undergraduate levels. Online or hybrid courses accounted for 31.8% of responses overall, but 52.4% for the School of Education and 25% for the School of Arts and Sciences. Traditional lecture (face-to-face) courses were reported by 44.1% of responders overall, and 52% of the School of Business and Digital Media responders. See Table 4.

Writing Intensive courses were reported at 11.9%; Service Learning courses were reported at 35.8%. Writing Intensive courses were generally cited by responders associated with the School of Arts and Sciences. The School of Education reported only 15% of its courses as offering service learning. Note that graduate courses are not included as service-learning eligible, and this school had the highest percentage of graduate courses reported.

Table 3. Types of Courses

What is the type of this course? (Choose one)		
Answer Options	Response Percent	Response Count
Undergraduate General Education	24.1%	47
Required Major course (Undergraduate)	41.5%	81
Required Major course (Graduate)	19.5%	38
Elective course (Undergraduate)	11.3%	22
Elective course (Graduate)	3.6%	7
Non-credit course	0.0%	0
<i>answered question</i>		195
<i>skipped question</i>		0



Table 4. Course Modality

How was this course taught? (Modality)		
Answer Options	Response Percent	Response Count
Lecture - Face to Face	44.1%	86
Hybrid - partially online	21.5%	42
Fully online	10.3%	20
Laboratory course	5.6%	11
Lecture and Lab combination	13.8%	27
Experiential Learning: internship, clinical, field experience, practice teaching	4.6%	9
	<i>answered question</i>	195
	<i>skipped question</i>	0

Course Changes

Overall, Course Content and Real-Life Applications were the most frequent choice of course criteria to *keep*, selected by 38.6% of responders. Keeping course assignments the same was notable for the Schools of Arts and Science (15.7%) and Education (19%). Of the faculty who have taught the course more than 6 semesters, 8.6% responded “will keep everything the same” when asked this question. See Table 5.

Course Assignments and Course Content were noted as criteria to *change* by 46.1% of participants overall. Keeping everything the same was noted by 19% of responders from the School of Education and 20% of responders from the School of Business and Digital Media. Of the faculty who have taught the course more than 6 semesters, 13.8% responded “will keep everything the same” when asked this question. See Table 6.

Course Assignments and Other were noted as criteria to *stop* doing by 17.4% of participants overall, while 58.6% will not stop doing anything already being done. Stopping some course assignments was noted by 11.9% of responders from the School of Arts and Sciences. Of the faculty who have taught the course more than 6 semesters, 48.6% responded “will keep everything the same” when asked this question. Comments for the choice of "Other" include changes in pedagogy, holding students responsible for their learning and contributing to the learning environment in the classroom, and revising assignments to a higher order of Bloom's taxonomy and critical thinking. See Table 7.



Table 5. Keep the Same in the Course.

Think of ONE thing that you will keep doing in the same way when you teach this course again. Select the topic category for this question and write out your response in the next question.		
Answer Options	Response Percent	Response Count
Course Content	21.6%	42
Course Assignments	16.5%	32
Course Assessment	5.2%	10
Use of Technology	9.3%	18
Real-Life Application and Examples	17.0%	33
Use of External Resources	4.1%	8
Teaching Strategy	9.8%	19
Adaptation of course to meet students' needs.	6.7%	13
Other-Category is not listed.	0.5%	1
I will keep everything the same.	9.3%	18
<i>answered question</i>		194
<i>skipped question</i>		1

Table 6. Change in the Course.

Think of ONE thing that you will change when you teach this course again. Select the topic category for this question and write out your response in the next question.		
Answer Options	Response Percent	Response Count
Course Content	17.9%	35
Course Assignments	28.2%	55
Course Assessment	5.6%	11
Use of Technology	9.7%	19
Real-Life Application and Examples	4.1%	8
Use of External Resources	5.1%	10
Teaching Strategy	9.7%	19
Adaptation of course to meet students' needs.	2.1%	4
Other-Category not listed.	5.1%	10
I will keep everything the same.	12.3%	24
<i>answered question</i>		195
<i>skipped question</i>		0



Table 7. Stop Doing in the Course.

Think of ONE thing that you will stop doing when you teach this course again. Select the topic category for this question and write out your response in the next question.		
Answer Options	Response Percent	Response Count
Course Content	6.3%	12
Course Assignments	8.9%	17
Course Assessment	2.1%	4
Use of Technology	1.0%	2
Real-Life Application and Examples	0.5%	1
Use of External Resources	2.1%	4
Teaching Strategy	5.8%	11
Adaptation of course to meet students' needs.	1.6%	3
Other - Category is not listed.	13.1%	25
I will keep everything the same.	58.6%	112
<i>answered question</i>		191
<i>skipped question</i>		4

Course Outcomes and Evidence of Student Achievement

In citing course outcomes or objectives, responses indicated varying levels of Bloom’s Taxonomy of Thinking. The majority of responses (81%) were from the lower end of Bloom’s scale: Remember, Understand, Apply. See Table 8.

In giving evidence of student achievement of the stated outcome, 67% of responders indicated the class achievement of the outcome by percentage of students achieving the outcome. Of these, 29% indicated that the entire class met the goal. The majority (67%) of the achievement evidence was based on student activity or performance, while 17% was taken from exams or quizzed. When a testing result was indicated, this was generally followed by item analysis within the test. Rubric usage was indicated in 22% of responses. See Table 9.

Table 8. Analysis of Learning Outcomes (Bloom's)

Choose ONE learning outcome or objective that you deemed most important for this course as stated on the course syllabus. Provide the outcome/objective below		
Bloom's Taxonomy (low to high thinking skills)	Response Percent	Response Count
Remember (low)	7%	14
Understand	36%	68
Apply	38%	72
Analyze	12%	23
Evaluate	1%	1
Create (high)	1%	2



Choose ONE learning outcome or objective that you deemed most important for this course as stated on the course syllabus. Provide the outcome/objective below		
No measureable student skill	3%	5
<i>answered question</i>		191
<i>skipped question</i>		4

Table 9. Evidence of Learning Outcomes

From the ONE learning outcome or objective that you deemed most important for this course as stated on the course syllabus, state what evidence of student learning showed that this outcome/objective was met or not met.		
	Response Percent	Response Count
Class Percent of Accomplishment	67%	123
Use of Testing Results	17%	32
Rubric Used	22%	41
Use of Student Activity or Assignment	67%	123
Grading - Final, Standard, or Mean	24%	45
<i>answered question</i>		184
<i>skipped question</i>		11

Changes Made Due to Previous Assessment

For those responders who had taught the course previously, 68% indicated a specific course change in the categories of pedagogy or course content/assignments. Of the responders, 24% indicated that this was the first time teaching the course. See Table10.

Table 10. Changes Based on Past Course Assessment.

From your previous assessment of this course, what did you do differently this time? Was this action influenced by student feedback (SIR II)? How did your actions this term affect student learning?		
Answers	Response Percent	Response Count
Changes due to past evaluation	52%	93
First time teaching	24%	42
No change - no need to change	24%	43
<i>answered question</i>		178
<i>skipped question</i>		17



Inclusion of Mercy Core Values

When asked to identify one of the Mercy Core Values emphasized in the selected course, 164 responders selected a value. Thirty-one responders (16%) either did not answer the question or stated that no Mercy Value was stressed in the class. When asked to state how the value was included in their class, 169 respondents gave specific examples or an explanation of their response. The most frequently cited (30.7%) value was that of respect. Service was the value with the least number of responses (6.3%), with a few of these responders citing evidence from a service-learning course. See Table 11.

Table 11. Mercy Core Value Integration

Which one of the GCU Mercy Core Values did you deliberately stress and integrate into this course? Choose only one - and in the next questions describe how you incorporated this value in teaching the course.		
Answer Options	Response Percent	Response Count
Compassion	15.9%	30
Respect	30.7%	58
Service	6.3%	12
Justice	11.6%	22
Integrity	22.2%	42
No Mercy Core Value stressed in this class.	13.2%	25
	<i>answered question</i>	189
	<i>skipped question</i>	6

Resources Needed

Very few resource needs were cited, except for the time to make the indicated course changes. Only 29 faculty cited a specific need, less than 15% of total responders. Training in Blackboard, smart classrooms, and edTPA were noted as faculty development needs. Some subject specific tutoring and course-related library resources were requested. The use of a graduate assistant and the availability of campus transportation for experiential learning were noted by two respondents. Generally, faculty noted that they could make the necessary changes to their course without additional resources.